Keep Classroom Records Confidential

Individuals must feel assured that their classroom performance will be kept confidential. In most situations, neither management nor the union should have access to information about classroom performance or test scores. Program records should be off-limits for supervisors, managers, and fellow workers.

Decide where classroom records will be kept, how they'll be stored, and who will have access to them. Also, establish lines of separation between classroom records and the learners' personnel files.

The ease with which privacy can be breached in this era of computerized records is seen in a 1989 study by the Institute of Government and Public Affairs at the University of Illinois. This report warns that the information in employee files is still subject to numerous abuses, despite a 1977 congressional report that recommended increased protections. For example, half of the major corporations surveyed by the University of Illinois in 1989 had access to workers' medical records and used them in personnel decisions. Only two out of five employers let workers know what kinds of records the company kept on its employees and how it used those records.

Maintaining confidentiality is in the best interests of both the learners and the program itself. As the BCEL points out in its basic skills guidebook, confidentiality in recordkeeping is essential to establish the trust that a program needs to achieve its best results.

Protecting Learners' Privacy

Your union can work actively to ensure privacy for anyone who chooses to participate in a literacy program. One approach to protect privacy is suggested below and should be agreed upon before the program begins.

- Personnel decisions will be based on job performance only, consistent with the collective bargaining agreement. This includes decisions on job assignments, pay increases, promotions, and job security.
- Test scores and classroom performance will not enter into personnel decisions. That information will be used only within the program.
- Training records and test results will be maintained by the program. They will not go into workers' personnel files.
- Learners will have complete access to their learning records. Test scores and other performance ratings will be explained clearly to them by teachers, counselors, or other program staff.

Conversely, a lack of trust hampers learning. Workers cannot speak and question freely when they believe their classroom comments could get back to their supervisors, or when they fear a poor test score will find its way into their personnel file.

Publicize the Program to Your Members

Use the union structure to publicize the program and let workers know how it can benefit them, so they'll want to attend. Once they've enrolled, union staff can serve as counselors and troubleshooters to help them stick with the program.

While low participation and high dropout rates have troubled many workplace literacy programs, union-involved programs generally don't have these problems because good communication is maintained between unions and their members. That communication is part of the reason many union-run programs have waiting lists. It also explains why unions generally assume responsibility for recruitment in literacy programs jointly operated by labor and management.

A key part of recruitment is explaining the purpose of the program and educating your members about how it will help them accomplish their own goals. Clearly explain the program's stated goals or mission statement to workers (see Step 6, "Outline a Plan of Services").

When you recruit for your program, you can bring to bear all the communication methods that you use in your usual union work:

- flyers posted in the workplace
- brochures and letters mailed to homes
- announcements by shop stewards
- notices in the union newspaper
- word of mouth from fellow workers and union leadership
- door-to-door housecalls
- presentations at union meetings
- seminars or "rap sessions" with workers

Shop stewards in the workplace can also play a critical role of counseling, supporting, and encouraging workers after they are enrolled in the program. They may be able to identify and solve problems so workers don't get discouraged and drop out. Often, special peer counselor training for union representatives can help them perform these supportive roles.

Another outreach technique is using "literacy recruiters"—union members who volunteer to recruit other workers for basic skills training. (The Tennessee AFL-CIO literacy recruiter program is described in Chapter 6, "What to Do If You Don't Operate a Program"; see the box "Workers As Literacy Volunteers.")

To encourage all segments of your membership to participate, your union may decide to mount special outreach activities that are targeted to those who might otherwise hesitate to enter the program. As we discussed earlier, your outreach activities can also be important in overcoming the stigma that workers

may feel about entering an education program.

Provide Channels for Learners' Concerns

The fact that your members will have a voice in operating this literacy program sets this program apart from others and helps reduce the anxiety of going back to school. With the union as its sponsor, this program can offer avenues for learner input that aren't widely available elsewhere. When your members are aware of these opportunities, your recruitment efforts may be made much easier.

You'll want to be sure you've established channels through which learners can voice their needs, their concerns, and their opinions about the program. To address problems that may arise, your union's established procedures for problem-resolution may be appropriate.

Balance Your Members' Competing Needs

You and your union need to be prepared to deal with the potentially divisive problem of competing needs. Your program simply may not have the resources to serve everyone who asks for help.

When that's the case, you may wish to develop a rationale for targeting the resources you do have. This can necessitate tough decisions to narrow the number of people who can initially participate and to focus the scope of the program. Then you will be able to use your limited funds to provide the most effective services for your members.

For example, you may have to choose between non-readers and non-English-speakers. A small program may not be able to provide enough teachers, classroom space, and curriculum materials for both groups. Or you may have to choose between non-readers and low-level readers who don't meet new job requirements.

You may face other kinds of competing needs as well: workers who have outmoded skills and whose jobs are in jeopardy, workers who have actually lost their jobs because of workplace changes, or workers who are still employed and are seeking advancement to more skilled positions.

If your union represents workers from more than one occupation, plant, or industry, you will have to balance their different needs. If it's a multi-union program, you will want to consider the needs of each constituency.

Naturally, these choices can be divisive if they're not handled sensitively. The literacy program can be a route to higher paid job classifications and greater job security. Workers who participate may also broaden their opportunities for jobs with other employers, either within the same industry or in new fields. Competition for limited slots can therefore be heated.

Your traditional seniority system is one way of determining who gets served first. You may be able to avoid "either/or"

choices by developing a timetable and waiting lists. The waiting list shows workers that they will get their turn in time. Keeping in touch with workers while they're waiting can reassure them that the union hasn't forgotten them.

You may also be able to find other ways to help the segments of your membership that you cannot initially serve through your own basic skills program. You may be able to join forces with other program operators in the community and refer members to them for adult basic education, English as a second language classes, or job training.

Explain these decisions clearly to your members.

Targeting Services

The unions participating in the New York-based Consortium for Worker Education illustrate several different approaches for targeting services. In its Worker-Family Education Program, the International Ladies Garment Workers Union established preference for laid-off members for classes related to specific job skills, according to evaluators at the City University of New York. The Service Employees International Union (Local 144) targeted workers who were employed at least 21 hours a week for its nurse's aide upgrading program.

Some unions have limited participation to their members, while others have opened them to other workers as well. In the Local 144 program, learners had to be SEIU members for at least a year. The Amalgamated Clothing and Textile Workers Union was in the enviable position of being able to add extra courses when it was swamped with too many applicants for its Worker Education Program.

Step 9. Keep Your Program on Track

Once your workplace literacy program is underway, use your union organization to monitor the program and keep it in tune with your members' learning needs. You'll want to establish evaluation criteria so you can tell if the program is helping your members as it should. One way of evaluating progress is to test the learners, but it's important that you involve workers in testing and make these assessments a constructive part of the learning process. When you spot new needs or weaknesses, institute changes.

Monitor What's Going On

Your union's leadership will certainly want to take an active part in monitoring the literacy program. This can be done both formally through the program's governing board, as well as informally through the union's own organizational structure. Leaders can keep in touch with the program through discussions with the members who participate, their shop stewards, union representatives at the worksite, and fellow workers. Keeping a sharp eye on operations is important both to keep services on target and to ensure that funds are used responsibly.

Spell out your desired outcomes before the program begins, as we discussed in Step 6, "Outline a Plan of Services" (under the heading, "List What Your Outcomes Will Be"). This enables you to monitor the program's performance against specific, agreed-upon goals.

As needed, adjust and correct your practices to keep the program on course toward its objectives.

The "bottom-up" decision-making processes that we discussed in Step 4, "Define Your Union's Role," can help you in your review of program activities. When you get regular feedback from learners, their instructors, their union representatives, and their supervisors, you have an opportunity to find out what works, what doesn't work, and what new needs may arise. You can use that information to change the program so it will be fully responsive to the continually changing priorities of the union and its members.

Help Learners Assess Their Progress

To give learners regular feedback on their progress, plan for ongoing assessments that involve learners. While keeping individual results confidential, these assessments in the aggregate will show the union if the program is effectively meeting its learning goals.

A worker-centered program minimizes its reliance on standardized paper-and-pencil tests. Instead, you'll want to consider other assessment approaches

Keeping Instruction Up to Date

One practical use of "bottom-up" decision-making is evident in the way the Plumbers and Pipefitters Union designs its apprenticeship math instruction.

To put math skills in a workplace context, the union relies on its locals to tell it how math is currently used on the job. This information comes largely from local apprenticeship instructors, who are in close touch with trainees and familiar with the math requirements for their jobs. As job requirements change, the union updates its math curriculum for apprentices. An annual train-the-trainers conference, begun 35 years ago with Purdue University, creates an opportunity for the Plumbers and Pipefitters to update its instructors on the new curriculum and teaching techniques.

that also serve to help workers learn (as discussed in this step, under the heading "Make Assessment Part of the Learning Process"). Such assessments are administered in a non-threatening way, with the results kept confidential.

Instructors will need to assess learners' skills for several reasons:

- to place workers into the learning activities that are most appropriate to their needs;
- to help individuals work on their weaknesses; and
- to evaluate how well the program is meeting their needs.

As you decide how you'll handle assessment, you'll want to keep in mind the amount of experience your members have with testing. Some, such as civil service workers, may be accustomed to taking tests. However, those who have less experience are likely to be apprehensive, especially when employers intend to use test scores to determine their future job situation.

Be Alert to Concerns About Testing

Testing is a troublesome issue for unions. We want to help learners measure their progress, but the tests that do are generally unsatisfactory. Three major reasons for concern are: flaws in the tests' design, unreliability in the way they're administered, and legal problems in the way their scores are used.

Traditionally, adult education programs have relied on standardized achievement tests to place learners and measure their progress. Virtually all of these standardized tests have major shortcomings. Still, many unions use one or another of these standardized tests because they are readily available, inexpensive, easy to administer, and their "nationally normed" scores are accepted by many educators. Some are designed specifically as before-and-after tests. These pre- and post-tests seem attractive because they appear to produce the kind

of information unions want for evaluating their programs.

The most widely used standardized reading tests for adults include:

- Adult Basic Learning Examination (ABLE)
- Botel Reading Inventory
- California Achievement Test
- Official GED Practice Test
- Stanford Diagnostic Reading Test
- Test of Adult Basic Education (TABE)
- Wide Range Achievement Test (WRAT)

Some of these tests are long and daunting to people who have reading difficulties.

Less formal, one-on-one tests are also available, such as:

- Slosson Oral Reading Test (SORT)
- Woodcock Reading Mastery Test

The traditional standardized tests measure grade-level performance. However, the grade-level approach is often inappropriate, even useless, for measuring adults' literacy skills, as education experts such as Thomas Sticht, Larry Mikulecky, and the National Assessment of Educational Progress have shown in recent studies. These achievement tests aren't good at measuring how much adults know or how much their skills increase. They don't report adults' competencies in broader life skills that are harder-to-measure. They also overlook the differences between how youth and adults use their literacy skills. Because they take reading out of a specific context, these tests don't provide a meaningful measure of the literacy skills that are relevant to that adult's life.

As an alternative to grade-level scores, some standardized tests are scored with numerical ratings and attempt to make test content more relevant to adult life situations. Criterion-referenced tests measure mastery of designated skill objectives. For instance, they can assess skills that are used in reading job-related materials or handling personal finances. Some program operators have designed their own criterion-referenced tests to measure how learners meet the program's specific skill objectives.

One standardized competency-based assessment system which is designed to help manage instruction in job skills and life skills is the **California Adult Student Assessment System (CASAS).**

But standardized competency-based tests have other shortcomings. For example, their scoring systems may not provide meaningful guidance to instructors in diagnosing individuals' learning needs. Not only does this make it harder to design instruction that's appropriate for those learners, but it also means that unions can't rely on pre- and post-testing to find out how effective their programs have been.

In addition to their fundamental design problems, standardized tests can also be unreliable because they aren't administered uniformly. Nationally normed tests are expected to be administered under standard conditions. Results are skewed if testing deviates from those conditions—for instance, if

there are interruptions during the test, different time limits, prior access to questions, and the like.

Legal issues are another concern. (See Step 2, "Identify Your Members' Needs and Goals," under the heading, "Understand Legal Issues on Testing.") Especially important are the issues of cultural fairness, lack of bias, and the test's reliability and validity in predicting how well workers will do in employment. These concerns are particularly serious if tests are used in determining workers' eligibility for jobs, promotions, or training that will lead to job advancement. Workers have certain legal protections against non-validated employment tests (as discussed in Step 2).

Because of the complexity of the legal issues related to nondiscrimination in testing, your union may wish to get legal advice on the subject—particularly when an employer attempts to screen workers for jobs or training on the basis of test scores.

Make Assessment Part of the Learning Process

Because traditional tests often aren't reliable yardsticks for adult basic skill competencies, unions usually try to use other methods of assessing workers' skills. Their approach is often built on a combination of learner-involved assessment techniques. These techniques place literacy assessment in the context of the skills adults use in their everyday lives. They also offer constant feedback on learning progress, and they make assessment benefit the learner as well as the program operator.

Many of these union programs would subscribe to the credo of the Eastern Michigan University Academy adult literacy program: "The celebration of successes is the focus of evaluation."

In its 1988 evaluation report on union-operated workplace literacy programs, the City University of New York (CUNY) urged unions to develop their own tests in which workers' basic skills are measured against criteria drawn from their own workplaces. "Such instruments," said CUNY, "should take into account the work-specific nature of the literacy instruction."

In addition to tests, though, unions can use a variety of assessment approaches that are integrated into the program. (See the box on the next page, "Assessment Alternatives That Involve the Learners.") These alternatives to standardized test-taking respect the needs of adult learners. They give learners an opportunity to participate in the assessment process and to use assessment results as guides in directing their own learning.

Assessment Alternatives That Involve the Learners

A variety of assessment techniques can be used instead of standardized tests to place learners into appropriate classes or to assess how much they have learned from the program:

- pre-placement interviews

  Confidential, one-on-one interviews can help instructors make an initial assessment of learning needs; interviews can be coupled with brief reading and writing exercises which demonstrate abilities without the need for a test, such as filling out an application form.

- peer interviews

  Experienced classmates can help instructors interview new learners and identify their reading skills and problems as an aid in initial placement.

- interviews with instructors or counselors

  Structured interviews before and after the program can give you general qualitative information about how well the program achieved its educational goals.

- learner-instructor interaction

  This form of assessment takes place continuously during the program through classroom exchanges between learners and their teachers; it includes self-assessment (the learner's own assessment) as well as assessment by the instructor, and mutual development of learning plans to address needs.

- progress assessments

  Informal tests, given on a regular basis during the program (for example, after each instructional unit), can assist learners and instructors alike in assessing progress and addressing problem areas; individual scores are always confidential between the learner and instructor, but the union can review composite scores to evaluate the program and identify areas in need of strengthening.

(box continued on next page)

Assessment Alternatives That Involve the Learners (continued)

- applied performance measures

  This approach assesses how workers use the job-specific basic skills that are taught in the program to determine how learners' ability to handle those skills has changed as a result of participating in the program.

- competency-based tests

  Some unions, with the help of testing specialists, have developed their own tests for adult learners, geared to the content of civil service exams, occupational certification tests, or citizenship exams; such tests rate improvements in workers' technical skills as well as their literacy skills.

- pre- and post-program interviews

  From discussions with learners, unions can assess their satisfaction with the program, as well as changes in their attitudes toward their jobs and plans for further education or training; interviews with learners and their supervisors will provide information on changes in the workplace attributable to the program, such as attendance, turnover, advancement, frequency of workplace problems, etc.

Help Workers Understand Testing

Workers need to know why tests are given and how their results will be used. Counseling addresses their apprehensions. Instructors or union counselors can help workers understand the testing process and demonstrate how the scores will be used to support the individual's learning plan. They should also explain the confidentiality of test results.

Generally, tests shouldn't be given the first time workers come to the program because they can be so intimidating. Schedule them for a later session. By labeling the pre-test a placement test rather than an entrance test, you'll emphasize that no one can fail the exam.

Your union can play an important part in selecting instructors and counselors who are sensitive to trainees' concerns about testing. Often union members serve as counselors, after receiving appropriate training (see Step 8, "Encourage Your Members to Participate"). The advice and assistance they provide is critical in helping workers understand how testing will benefit them.

6. What to Do If You Don't Operate a Program

If you feel your union is not in a position to operate your own program, look at your other options. You can offer other kinds of services to your members without making such a substantial commitment of your union's resources. These activities can enable you to develop your union's stance on workplace literacy. If you later decide to do more, you'll have laid the foundation for broadening your education and training services to your members.

Serve Your Members in Other Ways

Some unions may feel that it's not feasible to operate a program themselves. If that's your case now, you can still make workplace literacy part of your union's agenda for serving your members.

- *Assist workers in identifying their own educational goals.*

  Your union can perform an important service to members by raising their awareness of existing learning opportunities in the community and by helping them to set their own goals for further education or training. For example, you can take the lead in helping members identify education that will help them in their jobs and in their personal lives. You can then help them get the services they want from local providers. (See Step 2, "Identify Your Members' Needs and Goals," for more on helping your members assess their education and training goals.)

  Through this review of needs and goals, your union can improve its own understanding of the nature and scope of workplace literacy needs among your membership.

- *Take stock of existing training in the workplace.*

  By taking an inventory of the employer's existing workplace education and training programs, you gain a clearer picture of the opportunities these programs offer your members—and the gaps that are likely to exist.

  With this information, you'll be better prepared to help your members fill those training gaps through programs negotiated with the employer. (A guide for conducting an "employer training inventory" appears in Step 2.)

- *Connect your members with local schools.*

  Your union can serve as a link between workers and the schools, developing referral arrangements with the local adult education program, English as a second language (ESL) classes, technical schools, etc. By moving the union into a more active role in education-related activities in the community, you can broaden your members' access to relevant programs.

- *Alert educators to members' interests and needs.*

  You can increase educators' awareness of your members' needs by taking full advantage of opportunities to become involved in local educational activities. Serving on the boards of educational agencies and community-based training organizations can help you increase their sensitivity to worker needs. Talk to the American Federation of Teachers local union for more ideas on this.

- *Negotiate special programs with schools and community organizations.*

  For a relatively modest investment, schools or training agencies may be willing to hold special classes for your members. These classes can be on subjects chosen by your members and might be held at the union hall. As appropriate, you can help the educators incorporate relevant materials into these special classes (for instance, materials to prepare workers for a certification exam or to introduce new workplace technology).

- *Help workers follow through on their goals.*

  Your union can play a key role in helping workers stick with their education by setting up counseling services, union mentors, and peer discussion groups.

- *Organize volunteers to assist one another.*

  Enlist the schools in training union members as literacy volunteers. One role of volunteers can be to counsel their fellow workers on educational opportunities in the community. Union volunteers can also offer tutoring to supplement the education members receive in class. In recruiting volunteers, you might obtain advice and assistance from one of the experienced adult literacy volunteer organizations in your community, such as those affiliated with Literacy Volunteers of America or Laubach Literacy Action.

- *Establish a support services network.*

  Your members will be freer to pursue their educational choices when they have access to counseling, child care, and other services that support their personal growth and development. Your union can cultivate a network of service providers and assist workers to take advantage of them to support their continuing education.

Workers as Literacy Volunteers

Workers from the American Federation of Teachers and a variety of other unions tutor other workers—union and non-union—at the Union Learning Center established by the Texas AFL-CIO in Austin. The no-cost adult literacy services include brush-up tutoring in reading and math. They help recent immigrants prepare for citizenship tests. And in a program approved by the state education agency and the local community college, they prepare workers for the GED. Besides the Teachers union, volunteers include members of the Carpenters, AFSCME, Transportation-Communications, Communications Workers, Graphic Communications, and other unions.

A different use for union volunteers can be seen in Tennessee, the Volunteer State. The Tennessee AFL-CIO has trained union members to serve as basic skills recruiters to get fellow members to enroll in adult basic education. The volunteers receive training in outreach and counseling.

Bringing Classes to the Union

Unions can bring adult education classes to their members, instead of referring workers to existing classes. An example of this was the 1983 basic education program developed by Teamsters Local 743 for workers at Aldens Mail Order Company in Chicago.

When the large mail order facility announced its closing, the Teamsters provided several kinds of readjustment assistance to the affected workers. A number of them needed help with reading, math, and English in order to qualify for new jobs or retraining programs. The Teamsters persuaded the Illinois State Board of Education to hold a class specially targeted to these workers. At the union's request, the schools stationed adult education instructors at union headquarters, three hours a day for a six-week period. The union-based program provided intensive basic skills instruction to 38 workers.

Keep Total Workplace Needs in Mind

In these activities, as with others described in this guide, your union should approach workplace literacy as an integral part of your union's broader agenda. Whether you are taking your first step into workplace literacy or preparing to operate a full-scale program, the issues are the same as we discussed in the preceding chapters: to find ways of meeting your members' education and training needs in a constantly changing workplace and society.

The union is the worker's best advocate on workplace education and training. By including literacy programs as part of a coordinated workplace strategy, you'll enable your members to turn workplace change to their advantage.

Part III. Getting More Information

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Appendix A. HRDI's Technical Resource Group

HRDI formed a Technical Resource Group to advise us in developing this guide. We worked with a number of trade unionists who had experience in workplace literacy issues. Although HRDI is solely responsible for the content of the guide, these individuals contributed many valuable perspectives on the education and training needs of union members.

Chairs:

Anthony Sarmiento
Assistant Director, HRDI

Melva Meacham
National Coordinator, HRDI

Michael Brailove
Assistant Director
Education Fund
District Council 37 - AFSCME
125 Barclay Street
New York, New York 10007
(212) 815-1642

Rick Brooks
Coordinator of Education
Institute for Labor Studies/Research
1570 Westminster Street
Providence, Rhode Island 02909
(401) 331-4900

Candy Brown
Training Coordinator
AFL-CIO Department of Organization and Field Service
815 16th Street, N.W.
Washington, D.C. 20006
(202) 637-5161

Gina Casey
Assistant to the Project Director
Workplace Literacy Project
International Masonry Institute
823 15th Street, N.W.
Washington, D. C. 20005
(202) 783-3908, Ext. 376 or 377

Ed Cohen-Rosenthal
Assistant to the President
International Union of Bricklayers and Allied Craftsmen
815 15th Street, N.W.
Washington, D. C. 20005
(202) 783-3788

David G. Craciun
Training Coordinator
IUE 717/Packard Electric
P. O. Box 431, Station 47B
Warren, Ohio 44486
(216) 367-6113

David Crum
Director
Project Challenge/Literacy
Montana AFL-CIO
1112 7th Street, South
Great Falls, Montana 59401
(406) 761-0412

Frederick Dunn
Assistant Director of Education
Teamsters Union, Local No. 237
216 West 14th Street
New York, New York 10011
(212) 807-0550

Ruth Ellinger
Director
Union Learning Center
Texas State AFL-CIO
1106 Lavaca
Austin, Texas 78701
(512) 477-6195

Debra Brown Felser
Assistant Director
AFL-CIO Community Services
2701 West Patapsco Avenue
Baltimore, Maryland 21230
(301) 247-4898

Greg Giebel
Research and Education Director
Laborers' International Union of North America
905 16th Street, N.W.
Washington, D. C. 20006
(202) 737-8320

Joe McDermott
Director
Consortium for Worker Education
c/o Teamsters Union, Local 237
216 West 14th Street
New York, New York 10011
(212) 807-0550

Suzanne Miller
Assistant Director of Education
Service Employees International Union
1313 L Street, N.W.
Washington, D. C. 20005
(202) 898-3327

Jacqueline L. Mullins
Technician
Collective Bargaining Services Department
United Steelworkers of America
Five Gateway Center
Pittsburgh, Pennsylvania 15222
(412) 562-2511

Phil Neuenfeldt
Program Coordinator
HIRE Milwaukee Center
Wisconsin State AFL-CIO
1109 West Mitchell
Milwaukee, Wisconsin 53204
(414) 649-4820

Joseph Ortego
Instructor
USWA/Houston Area Reemployment Challenge
9221 Wallisville Road
Houston, Texas 77013
(713) 674-8744

Mary Jean Piraino
Education Director
United Food and Commercial Workers
International Union
1775 K Street, N.W.
Washington, D. C. 20006
(202) 223-3111, Ext. 637

Paul Poledink
Training Staff
UAW-GM Human Resources Center
2630 Featherstone Road
Auburn Hills, Michigan 48057
(313) 377-6582

Markley Roberts
Economist
Economic Research Department
AFL-CIO
815 16th Street, N.W., Room 504
Washington, D. C. 20006
(202) 637-5171

Jim Ryan
Director
Philadelphia Hospital and Health Care,
District 1199-C Training and Upgrading
Fund, AFSCME
1319 Locust Street
Philadelphia, Pennsylvania 19107
(215) 735-5555

Lee Schore
Executive Director
Center for Working Life
600 Grand Avenue, Suite 305
Oakland, California 94618
(415) 893-7343

Kathy Schrier
Administrator
Education Fund
District Council 37-AFSCME
125 Barclay Street
New York, New York 10007
(212) 815-1660

Judy Volpi
Executive Director
Louisiana Human Resources
Development Institute
5655 Greenwell Street
Baton Rouge, Louisiana 70805
(504) 357-3310

Jean Wardenfelt
President
OCAW, Local No. 8-2
2701 West Patapsco Avenue, Suite 110
Baltimore, Maryland 21230
(301) 242-1300

Susan M. Washington
Assistant Director
AFL-CIO Education Department
815 16th Street, N.W., Room 407
Washington, D. C. 20006
(202) 637-5156

Sandy White
Director of Adult Education
Seafarers Harry Lundeberg School
Route 249
Piney Point, Maryland 20692
(301) 994-0010, Ext. 217 or 281

Steve White
Coordinator
Apprenticeship and Training Department
United Brotherhood of Carpenters
and Joiners of America
101 Constitution Avenue, N.W.
Washington, D. C. 20001
(202) 546-6206

Appendix B. Outside Funding Resources

In addition to negotiated education and training funds, your union may want to tap monies from outside sources to support your workplace literacy program. Often unions find it helpful to combine money from more than one source. For example, a learning program supported primarily by negotiated training funds might also tap government grant monies for a special purpose, such as developing specific teaching materials. (For more on negotiated funding agreements, see Step 3, "Negotiate Funding.")

This Appendix will tell you about the most common sources of outside funding:

- Grants from public agencies
  - State and local government
  - Federal government
- Grants from private organizations

Grants from Public Agencies

Federal, state, and local agencies all have their own program objectives, which may or may not be consistent with yours. Unlike the funds you've negotiated with your employer, grants from outside institutions tend to be set for specific time periods. Public funds are limited. Furthermore, the availability of monies under a given program can vary from year to year, depending on changing government priorities and appropriations. Therefore, don't rely exclusively on public grants.

However, government funds can be a valuable supplement to your negotiated education and training funds or can be seed money to help you get started.

Each federal, state, or local funding agency has its own requirements for reporting, keeping records, and managing grant funds. Investigate these fully and understand your responsibilities and potential liabilities before you take on a grant.

State and Local Government

As you know, education is largely a state government responsibility. Adult literacy is handled differently from state to state, with varied programs, funding levels, and funding priorities. Your **state education agency** is responsible for these programs and can tell you about current policies and priorities in your state.

- *state literacy programs*

  Some states have enacted special **state adult literacy programs** with their own appropriations. They may also have **state workplace literacy funds** from the U.S. Department of Education. Your state or local

board of education can provide information about these state resources, including whether unions are eligible to apply directly for grant monies. If you can't apply directly, you should find out which schools or other organizations are receiving funds. You might also consider subcontracting to a school that receives state funds to serve your members.

- *adult basic education*

  For access to existing adult basic education services, talk to the state or local adult education program, run through your public school system. Each state education agency administers a variety of programs, including basic education and GED.

- *vocational education programs*

  The state or local board of education may also offer workplace-related basic skills as part of the vocational education program. Your union could explore a relationship with voc ed institutions that are engaged in literacy training.

- *English literacy programs*

  For workers who have limited English abilities, the state, city, or county English literacy program can be helpful. Your public school system may offer **English as a second language (ESL)** services under its adult education, bilingual education, or vocational education programs. Your state education agency may also make subgrants to private non-profit organizations and local education agencies for ESL services.

- *Job Training Partnership Act*

  If you have laid-off members who qualify as "dislocated workers" under the Job Training Partnership Act (JTPA), the state or local JTPA program can advise you on the availability of **Title III** funds for basic skills, counseling, and other services. At the state level, you'll usually find that the state employment commission or a similar agency handles JTPA. At the local level, it is usually administered by the city or county employment agency or the area's private industry council.

  JTPA Title II-A funds can be used for workplace literacy programs that serve the unemployed and disadvantaged. This can be a source of funds if you're planning an entry-level basic skills program. Again, you should talk to your city or county employment agency or the local private industry council.

- *economic development agencies*

  State and local economic development agencies are yet another possible funding source. Many of these agencies offer workplace literacy grants as part of their program for attracting industry.

  AFL-CIO state and local central bodies can help you contact appropriate officials at these state

and local agencies. For the addresses of the education and training agencies in your area, contact your central body.

Federal Government

One or more of the following federal programs and funds may be available to you.

- *national workplace literacy grants*

  If your program meets federally established criteria, your union may be eligible to apply for a national workplace literacy grant from the U.S. Department of Education. These grants are given annually when appropriations are available. The department's Office of Vocational and Adult Education (OVAE) sets priorities for each year's grants. Those priorities affect who is eligible to apply and how programs will operate. OVAE announces these priorities annually in the *Federal Register.*

- *funds for special needs*

  For members with special needs, your union might consider applying to the U.S. Department of Education for **national English literacy demonstration funds** or a grant to serve **immigrants or migrant farmworkers.** You can find out about current funding priorities and applicant criteria from the Education Department's Office of Vocational and Adult Education, Division of National Programs.

- *adult education for the homeless*

  The U.S. Department of Education also awards grants for adult education for the homeless. Grants go to the states, but unions and other organizations may be able to apply to their state education agency for a share of these funds. Contact your state education agency for more information.

Addresses of Federal Agencies

U.S. Department of Education
Office of Vocational and Adult Education
Division of Adult Education and Literacy
Switzer Building, Room 4428
400 Maryland Avenue, S.W.
Washington, D.C. 20202-7240
(202) 732-2270

U.S. Department of Labor
Employment and Training Administration (ETA)
Office of Strategic Planning and Policy Development
200 Constitution Avenue, N.W., Room N-5637
Washington, D.C. 20210
(202) 535-0662

VISTA Literacy Corps
ACTION
1100 Vermont Avenue, N.W.
Washington, D.C. 20525
(202) 634-9424

- *training for literacy volunteers*

  Training for literacy volunteers is supported through U.S. Education Department grants to state and local education agencies as well as to public or private non-profit organizations. Another federally supported volunteer effort is the **VISTA Literacy Corps** that operates through state ACTION agencies. Your union might link up with the schools or volunteer organizations that are participating in these programs. The Education Department also has supported community-based learning services through its **Library Literacy Program,** although future funding for this program is uncertain.

- *other federal resources*

  Other resources available from the Department of Education include an adult education clearinghouse, a bibliography of adult education publications, and a bimonthly *All Points Bulletin* newsletter on adult literacy and learning. Contact the Division of Adult Education and Literacy.

  At the Department of Labor, the Employment and Training Administration (ETA) administers the **Job Training Partnership Act,** through which state and local governments receive job training funds; some grantees use their JTPA funds to support job-related basic skills training. ETA also provides some national-level grants for workplace literacy **pilots and demonstrations** as well as for **research, development, and evaluation.** An ETA representative serves on the National Coalition for Literacy.

  In addition to regular **VISTA volunteers** who can help communities with literacy along with other community services, VISTA has established a Literacy Corps. The VISTA Literacy Corps provides grants to local projects meeting priorities that are determined annually by the ACTION agency. Information on VISTA Literacy Corps grants or the availability of VISTA volunteers can be obtained from state ACTION offices.

Grants from Private Organizations

Since public resources are so limited, unions often look for support from foundations or other private organizations.

Foundations may allow you greater flexibility in designing and operating your program than you'll get with government grants. Some questions to help you identify potential sources of funds:

- Which foundations serve your geographic area?
- Have any of these foundations shown an interest in supporting labor-involved programs?
- Which ones have made literacy, training, or education a funding priority?

- Which foundations are authorized to make grants to labor organizations?

Your union might also join forces with community-based organizations concerned with adult literacy. The community organization may have access to funds, while you have access to potential learners in the workplace. Together you may be able to develop a workplace literacy program. Your union might serve as a subgrantee of a community organization that's receiving foundation funds.

Appendix C. Useful Books and Articles

AFL-CIO. *Resolutions, Eighteenth Convention, 1989,* Washington, D.C., November 1989.

A number of convention resolutions address the Federation's position on workplace literacy and training issues, including resolutions No. 5 (HRDI) and No. 30 (Education).

AFL-CIO Committee on the Evolution of Work. *The Changing Situation of Workers and Their Unions,* Washington, D.C., February 1985.

In this policy statement, the AFL-CIO looks to the future needs of workers in a changing workplace.

AFL-CIO Department of Economic Research. "Training: A Key Role for Unions," *AFL-CIO Reviews the Issues Series*, Report No. 38, December 1989.

This four-page paper summarizes how unions are using education and training as a tool to help their members as well as to recruit new ones. The paper describes negotiated education and training efforts in different industries.

AFL-CIO Department of Education. "Union Sponsored Programs to Improve Adult Literacy," Washington, D.C. [1987].

This 34-page compendium of news articles and other informational materials includes a paper on "Adult Functional Literacy" by the AFL-CIO Education Department which describes a number of union-operated basic skills programs.

AFL-CIO Human Resources Development Institute. "Proceedings of the AFL-CIO Training and Education Conference, Baltimore, Md., December 3-5, 1986," Washington, D.C., 1987.

This publication summarizes the comments of labor educators and trainers from a variety of unions who participated in a conference sponsored by the AFL-CIO Education Department and HRDI.

AFL-CIO Human Resources Development Institute (compiled by Carmell Anderson) Unpublished Annotated Bibliographies on Workplace Literacy, Washington, D.C.: "Literacy Bibliography," March 21, 1989; "Computer-Assisted-Instruction Bibliography," March 21, 1989; "Bibliography, AFL-CIO Learning Lab," February 28, 1989.

Alamprese, Judith. "Adult Literacy Research and Development: An Agenda for Action," Southport

Institute for Policy Analysis, Southport, Conn., December 1988.

Alamprese makes recommendations for a national agenda for research and developmental projects as a means of improving the theory and practice of adult basic education. She discusses the limitations of present grade-level testing tools for measuring adult literacy levels and comments on alternative performance measures such as competency-based assessment systems and applied performance measures.

Auerbach, Elsa Roberts, and Nina Wallerstein. *ESL for Action: Problem Posing at Work*, Addison-Wesley Publishing Co., Reading, Mass., 1987.

This is a curriculum guide for English as a second language for adult workers. It presents learning in the context of problem-solving in the workplace, with a strong emphasis on education for change. The title above is the student book; a teacher's guide is also available. ACTWU has been using these materials in its ESL classes in New York City.

Berlin, Gordon, and Andrew Sum. *Toward A More Perfect Union: Basic Skills, Poor Families, and Our Economic Future*, Ford Foundation Project on Social Welfare and the American Future, Occasional Paper 3, New York, 1988.

Berlin, of the Ford Foundation, and Sum, of Northeastern University, discuss the impact of basic academic skill deficiencies on youth employment problems. Among their recommendations is a stronger vocational and apprenticeship training system, with increased employer involvement in designing training.

Bureau of Labor Statistics. "Outlook 2000," *Monthly Labor Review*, U.S. Department of Labor, Washington, D.C., Vol. 112, No. 11, November 1989.

In five articles, BLS economists explore the occupational outlook for the year 2000. They project that the future economy "will provide jobs for workers at all educational levels, but persons with the most education and training will enjoy the best job opportunities."

Business Council for Effective Literacy. "Employers and the Law of Literacy," *BCEL Newsletter*, New York, No. 17, October 1988.

This article, prepared with help from the American Bar Association Task Force on Literacy, discusses the criteria for nondiscriminatory testing under Title VII of the Civil Rights Act. It covers the Supreme Court's decisions interpreting Title VII and the federal *Uniform Guidelines on Employee Selection Procedures* – as well as the issues of mandatory participation, enrollment outside of working hours, and pay for training.

Business Council on Effective Literacy. "Job-Related Basic Skills: A Guide for Planners of Employee Programs," *Bulletin,* New York, N.Y., Issue No. 2, June 1987.

This guide offers a number of checklists and questions that identify important planning issues in the design of basic skills programs. Though written primarily for a business audience, the BCEL materials show sensitivity to learners' needs. BCEL also gives advice on what to look for in an outside educational provider. In addition, BCEL publishes an excellent newsletter and has free subscriptions available, upon request.

Carnevale, Anthony P., Leila J. Gainer, and Ann S. Meltzer. *Workplace Basics: The Skills Employers Want*, American Society for Training and Development and U.S. Department of Labor, Washington, D.C., 1988.

Although written from a management perspective, this widely circulated research report acknowledges the importance of worker concurrence in workplace learning programs. *Workplace Basics* recognizes that literacy consists of an array of different skills, and it describes how workers use these skills on the job. As the title of the report indicates, its step-by-step "blueprint" for establishing workplace learning programs is primarily oriented to employer needs. However, it stresses that without early involvement of unions and workers, proposed programs are doomed to failure.

Carnevale and Gainer. *The Learning Enterprise*, American Society for Training and Development and U.S. Department of Labor, Washington, D.C., 1989.

This research report examines what companies are doing to keep workers' skills current. It finds that most corporate training focuses on professional and managerial staff, to the exclusion of hourly workers. The authors admonish employers to increase their investment in worker education. They also urge employers to take advantage of the knowledge and expertise nonmanagerial workers can contribute to workplace learning programs.

Charleston, G. Mike, Lauren Villagomez, and Lynette B. Shaffer. "A Project to Design an Evaluation of the Appropriateness and Effectiveness of Computer-Assisted Instructional Packages Used in the Remediation of Basic Skills," National Commission for Employment Policy, Washington, D.C., March 30, 1989.

These researchers from the Institute for the Study of Adult Literacy, Pennsylvania State University, under a grant from the National Commission for Employment Policy, developed criteria and evaluation forms for assessing computer learning packages.

Chisman, Forrest P. *Jump Start: The Federal Role in Adult Literacy*, Final Report of the Project on Adult

Literacy, Southport Institute for Policy Analysis, Southport, Conn., January 1989.

This report, developed with advice from top experts in the field of adult education, makes recommendations on strengthening federal policies and programs for adult literacy. Chisman's findings, including his recommendations on new legislation, were endorsed by the AFL-CIO Executive Council in its *Report to the 1989 AFL-CIO Convention*. Chisman estimates that only 30 to 40 percent of today's workers have the literacy skills they'll need to handle the more highly skilled jobs of the 21st Century.

City University of New York Graduate School. "Evaluation Report, The Workplace Literacy Program of the Central Labor Council and the Consortium for Worker Education," Worker Literacy Project, Technical Report #2, New York, N.Y., Undated.

The CUNY report assesses a number of labor-operated programs in New York City carried out through the Consortium for Worker Education and the Central Labor Council. The report highlights the strengths that unions bring to adult learning programs and discusses their varied approaches. It makes recommendations on intake assessment and pre- and post-evaluation instruments for union-operated programs.

Cohen-Rosenthal, Edward, and Cynthia E. Burton. *Mutual Gains: A Guide to Union-Management Cooperation*, Praeger, New York, 1987.

This book explores the nature of labor-management relations from the point of view that the two sides can cooperate without sacrificing their integrity. The authors discuss the dynamics of union-management cooperation, making the point that cooperation flourishes when both the union and management are strong advocates for their respective constituencies.

Collino, Gladys E., Elizabeth M. Aderman, and Eunice N. Askov. *Literacy and Job Performance: A Perspective*, Institute for the Study of Adult Literacy, Pennsylvania State University, University Park, Pa., 1988.

This study examines the relationship between basic skills and workers' ability to perform their jobs. It discusses how companies and unions view basic skills training, citing a "lack of fit" between employers' expressed needs and the way basic skills are traditionally taught.

Commission on Workforce Quality and Labor Market Efficiency. *Investing in People: A Strategy to Address America's Workforce Crisis*, U.S. Department of Labor, Washington, D.C., 1989.

One of the four findings of this Department of Labor-appointed commission was the need for "lifetime education and training," with employers bearing responsibility for

investing more in their workers' skills. The Commission report acknowledges the "successful collaborations" between unions and management in designing learning programs and urges businesses to seek worker input on training decisions. Three union presidents served on the Commission: Morton Bahr, Communications Workers; Albert Shanker, Teachers; and Lynn R. Williams, Steelworkers.

Delker, Paul V., and William J. Yakowicz. "Toward the Vision of a Literate Society," Background Paper Prepared for Project on Adult Literacy, Southport Institute for Policy Analysis, Southport, Conn., December 1988.

This background paper for *Jump Start* examines the federal role in adult education. (See also Chisman, cited above.)

Denison, Edward. *Trends in American Economic Growth, 1929-82,* The Brookings Institution, Washington, D.C., 1985.

Denison's research documents the significant role workforce education has played in increasing productivity in this country. His work has been cited in a number of prominent labor force studies.

District 1199C Training and Upgrading Fund (AFSCME). *A Manual for Union-Management Educational Partnerships*, Philadelphia, Pa.,1989.

James T. Ryan, director of the local's Training and Upgrading Fund, prepared the 15-page manual in response to a growing shortage of skilled health care workers in the Philadelphia area, as well as a need for training to help existing workers meet federally imposed certification requirements for nurse aides in the nursing homes represented by the union. The manual includes a discussion of arguments that can be used to obtain support for a joint learning program from both the company and the membership, as well as a summary of the training trust agreement between District 1199C and cooperating employers.

Division of Adult Education and Literacy. *ALL Points Bulletin*, U.S. Department of Education, Washington, D.C. (bimonthly).

ALL Points Bulletin is a newsletter on adult literacy and learning. The Education Department's Clearinghouse on Adult Education also periodically publishes a bibliography on adult education resource materials.

Equal Employment Opportunity Commission. *Uniform Guidelines on Employee Selection Procedures*, 1978.

These guidelines, adopted by the EEOC, Departments of Labor and Justice, and U.S. Civil Service Commission, outline the legal criteria for employment-related testing and other employee selection procedures under Title VII of the Civil Rights Act

of 1964 and related court decisions such as *Griggs v. Duke Power Co.* and *Albemarle Paper Co. v. Moody*. The guidelines appear in the following volume of federal regulations: 29 C.F.R. 900-1899, revised 1989. The volume can be purchased for $12 from the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402.

Farnham, Alan. "The Trust Gap," *Fortune*, Vol. 120, No. 14, December 4, 1989.

The writer, an associate editor of *Fortune* magazine, reports that employee confidence in top management is deteriorating. This "trust gap" is evident among managers, professionals, and hourly workers alike. Farnham's cover story documents "employees' mounting awareness of inconsistencies between what management says and what it does—between saying 'People are our most important asset' and in the next breath ordering layoffs, or between sloganeering about quality while continuing to evaluate workers by how many pieces they push out the back door."

Fingeret, Arlene. "The Politics of Literacy: Choices for the Coming Decade," paper presented to the Literacy Volunteers of America Conference, Albuquerque, N.M., November 1988.

"Literacy historically has been a tool for gaining access to power," Fingeret points out in this paper. In developing workplace literacy programs, she notes that management's preference is to protect the status quo. "We feel pressures to develop narrow, technical programs that will train learners in the limited skills needed to increase profits but stop short of true literacy development."

Fingeret, Arlene, and Paul Jurmo (eds.). *Participatory Literacy Education,* No. 42 of *New Directions for Continuing Education*, Jossey-Bass, Inc., San Francisco, Summer 1989.

This small but useful volume contains chapters on aspects of participatory education, including discussions of how to incorporate a learner-centered approach in program management and assessment. Articles by Jurmo and Rena Soifer are described separately, below.

Freire, Paulo. *The Politics of Education*, Critical Studies in Education, Bergin & Garvey Publishers, Inc., Granby, Mass., 1985.

Friere points out that adult learning has too often been treated as passive (where learners are "empty vessels" waiting to be filled by educators' knowledge), instead of the active process it is. He advocates active learner participation in adult literacy programs. Freire, a Brazilian educator and political philosopher, serves as director of education for the Workers Party in Brazil.

Geroy, Gary D., and Michael G. Erwin. "Assessing Literacy in the Workplace," *Performance & Instruction*, National Society for Performance and Instruction, Vol. 27, No. 5, May/June 1988.

Their study calls attention to problems that arise when programs are developed without worker involvement.

Harman, David. *Illiteracy: A National Dilemma*, Cambridge Book Company, New York, 1987.

Harman, an education professor at Columbia University Teachers College who has also worked with employers to develop workplace literacy programs, discusses lessons learned from literacy programs. Among the lessons: that programs should relate to learners' personal goals; that peer support encourages learning; and that volunteer efforts alone can't solve the country's basic skills problems.

Hemmens, Kathleen C. "Linking Retraining with Job and Income Security: The Packard Electric Experience," in *Successful Training Strategies: Twenty-Six Innovative Corporate Models*, Work in America Institute Publication, Jossey-Bass Publishers, San Francisco, 1988.

The case study by Hemmens describes the landmark job security and income security provisions of the IUE-Packard agreement and discusses how retraining programs jointly are developed at the Warren, Ohio, facilities.

Indiana State AFL-CIO. "Labor's Role in Upgrading Literacy in the Workplace," paper prepared for the Indiana Department of Employment and Training Services by the State AFL-CIO's Employment and Training Services Program, 1989.

The 10-page paper, with bibliography, presents findings on what unions have contributed to the national workplace literacy effort. It concludes with recommendations on how unions can encourage greater employer investment in worker skills.

Johnston, William B., and Arnold E. Packer. *Workforce 2000: Work and Workers for the 21st Century*, Hudson Institute, Indianapolis, June 1987.

The Department of Labor has relied heavily on the findings of this study by the conservative Hudson Institute in formulating its policies on future workforce needs. For that reason you may want to be familiar with the report, even though its assumptions about labor force needs differ in many significant ways from those of organized labor. The study argues that fewer workers have the skills needed to keep the country competitive as we approach the year 2000.

Jurmo, Paul. "The Case for Participatory Literacy Education," in Fingeret and

Jurmo (eds.), *Participatory Literacy Education* (cited above).

Jurmo defines four different levels of learner involvement in literacy education and links effective teaching to high levels of learner participation.

Kozol, Jonathan. *Illiterate America*, New American Library, New York, 1985.

Kozol is the author of several best-selling books on education. His *Illiterate America* has received wide attention for its shocking depiction of illiteracy (e.g., "a third of the nation cannot read these words"). In this book Kozol outlines a plan to "mobilize illiterate America" and end the cycle of illiteracy. His plan draws on the community organizing and worker empowerment techniques advocated by Brazilian educator Paulo Freire and others.

Lerche, Renee S. (ed.) *Effective Adult Literacy Programs: A Practitioner's Guide*, Cambridge Book Co., New York, 1985.

This guide to establishing a program is based on findings of the National Adult Literacy Project, a research program funded by the U.S. Department of Education. It includes useful general discussions of diagnostic testing, instructional approaches, counseling, program management, and many other topics.

Linowes, David F. "Privacy in America: Is Your Private Life in the Public Eye," Institute of Government and Public Affairs, University of Illinois, Urbana, Ill., 1989.

The *Washington Post* cited the Illinois study in an article on privacy on April 18, 1989, page D1, "Confidential Employee Data Often Misused, Study Finds."

Lytle, Susan L. "From the Inside Out: Reinventing Assessment," *Focus on Basics*, World Education, Boston, Vol. 2, No. 1, Fall 1988.

Lytle, of the Literacy Research Center at the University of Pennsylvania in Philadelphia, discusses new learner-centered assessment strategies. In the same newsletter, Marcie Wolfe of the Institute for Literacy Studies, Lehman College, CUNY, describes a demonstration project in which learners performed assessment on new students and helped in placement.

Meyer, Steven E. "Guidelines for Effective Literacy," B. Dalton Bookseller National Literacy Initiative, Minneapolis, Minn., 1987.

This looseleaf guide to program planning points out that traditional "top-down" decision-making is not appropriate for a basic skills program whose goal is to empower adult learners to share responsibility for operations.

Mikulecky, Larry, Jeanne Ehlinger, and Avis L. Meenan. "Training for Job Literacy Demands: What Research Applies to Practice," Institute for the Study of Adult Literacy, Pennsylvania State University, University Park, Pa. [undated].

This paper discusses the differences between the ways adults and youth read, and how those differences can be addressed in a workplace literacy program. It also describes how literacy needs are changing in a changing workforce.

National Assessment of Educational Progress. *Literacy: Profiles of America's Young Adults*, Educational Testing Service, Princeton, 1985.

With its research into what constitutes literacy among young adults, this is currently the definitive study of functional literacy in the U.S. In an effort to show that literacy involves several kinds of knowledge and life skills, NAEP has developed a three-track "literacy scale." This scale measures prose literacy, document literacy, and quantitative literacy.

National Center for Research in Vocational Education. "Adult Literacy: Skills for the American Work Force," Ohio State University, R&D Series No. 265B, 1987.

This publication offers a list of the general skill categories that workers may need in order to enter and advance in jobs. It also suggests how the list can be used to assess the skill requirements for particular jobs and to design appropriate training.

Philippi, Jorie W. "A Guide to Developing Instruction for Workforce Literacy Programs," presentation to American Association for Adult Continuing Education Conference, Tulsa, Oklahoma, November 4, 1988.

Philippi has written widely on the subject of relating basic skills instruction to workplace needs. Although her recommendations rely on literacy audits at the assessment stage, her discussion of how to design a curriculum raises general educational issues that are useful to consider in developing a program.

Rosow, Jerome M., and Robert Zager. *Training – The Competitive Edge: Introducing New Technology into the Workplace*, Work in America Institute Publication, Jossey-Bass Publishers, San Francisco, 1988.

Using case studies, Rosow and Zager show how important it is to provide for continual learning in the workplace. They conclude that union involvement and job security provisions both are valuable assets when companies are dealing with workplace changes. A chapter on "Continuous Learning and Employment Security" examines the current status of worker-involved learning programs in the workplace. Another chapter on "Designing Programs to Train 'Functional

Illiterates'" draws on work by Thomas G. Sticht.

Sarmiento, Anthony. "A Labor Perspective on Basic Skills," presentation to Conference on Workplace Basic Skills sponsored by Columbus Area Labor Management Committee, Columbus, Ohio, September 28, 1989.

In a presentation made as assistant director of the AFL-CIO Human Resources Development Institute, Sarmiento reviews the history of unions' leadership in the area of workplace literacy programs. He also offers suggestions for those starting programs.

Sarmiento, Anthony. "Workplace Literacy and Workplace Politics," *WorkAmerica*, National Alliance of Business, Washington, D.C., September 1989.

Sarmiento discusses the dangers of literacy audits and the reasons why workers need to be involved in planning a workplace literacy program.

Shanker, Albert. "Illiteracy: It's Not All Discouraging Words," *American Teacher*, December 1988-January 1989.

In this article, Shanker discusses the importance of workplace-based learning from his perspective as president of the American Federation of Teachers.

Society for Human Resource Management (formerly American Society for Personnel Administration). *1989 SHRM Training/Retraining Survey*, 1989.

This publication looks at the training, retraining, and basic skills needs of different types of businesses. Over 4,000 SHRM member businesses were surveyed about their practices and future needs.

Soifer, Rena, Deborah L. Young, and Martha Irwin. "The Academy: A Learner-Centered Workplace Literacy Program," chapter in Fingeret and Jurmo (eds.), *Participatory Literacy Education* (cited above).

Soifer and her colleagues discuss how learner-centered teaching is used in an industrial setting. They relate what they learned in assisting the Eastern Michigan University Academy, an adult literacy program, to establish a workplace learning program in Ypsilanti at the invitation of UAW-Ford.

Sticht, Thomas G. "Functional Context Education," Applied Behavioral & Cognitive Sciences, Inc., San Diego, March 1987.

Sticht, who contributed to the report of the National Assessment of Educational Progress (cited above), has written widely on defining literacy in the context of adult learning.

Turk, James L. "Literacy: A Labour Perspective," address to L'Institut de Recherches en Dons et en Affaires Publiques Annual Symposium, September 14, 1989.

In this speech, Turk articulates a labor view of the importance of workplace literacy programs to unions and their members. The Ontario Federation of Labour, where Turk serves as education director, operates a large multi-site, bilingual workplace literacy program known as Basic Education for Skills Training (BEST).

U.S. Departments of Labor and Education. *The Bottom Line: Basic Skills in the Workplace*, Washington, D.C., 1988.

This booklet gives credit to unions for their historic commitment to education, but its guidelines on implementing workplace literacy programs make scant reference to the contributions unions can make. While *The Bottom Line* has received wide attention for its step-by-step guide to "literacy audits," the process it describes puts workers in the uncomfortable position of being tested and "observed."

Williams, Lynn R. "Testimony before the House Committee on Ways and Means on National Productivity Growth and Human Capital Investment," Washington, D.C., October 25, 1989.

Williams, president of the United Steelworkers of America, emphasizes the importance of employer investments in human resources as well as capital resources, as a means of modernizing American industry.

Woods, Nancy. *Beginning a Literacy Program*, Adult Literacy Action, Pennsylvania State University [undated].

This publication goes through the steps involved in planning and implementing a literacy program, with a focus on programs that use volunteers. Its discussion covers staff recruitment and training issues as well as budgeting and financial procedures.

Young, Deborah. "Learner-Centered Alternatives in Computer-Assisted Literacy," paper presented at Adult Literacy and Technology Conference, Lexington, Ky., July 22, 1989.

In this paper, the co-director of the Eastern Michigan University Academy in Ypsilanti, Mich., describes examples of learner-centered uses of computer-assisted instruction.

Appendix D. Index of Labor Organizations

The following labor organizations are mentioned in this guide on the cited pages.

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